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ABSTRACT

Organization charts from the nine Arizona community college districts were analyzed in order to anticipate the effects of continued growth of the community college system on administrative organization, particularly in terms of the expansion of single campus districts to multi-campus districts and the addition of new campuses by multi-campus districts. The focus of the analysis was limited to the business functions of finance, personnel, and building and maintenance. Results showed that the organization of multi-campus districts tended to be far more complex, structured and formalized than that of single campus districts. Access to the chief administrator was more limited and channeled, and another layer of administrators was inserted between first-line administrators at each campus and the district chief administrator. It was concluded that increased size, as the major factor contributing to structural differences, forces greater complexity of function, increased coordination, increased formality in communications, greater delegation of responsibility, and greater centralization of ultimate authority. If growth and the direction of growth can be anticipated, however, processes within the formal organization can be deliberately designed to provide flexibility in the administrative structure. The organization charts are appended. (JDS)

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ED139481-

THE SIGNIFICANCE OF STRUCTURE

in

Arizona Community College Districts: A Limited Study

by Vera L. Lander

JC 770 304

University of Arizona
Dr. Raymond Schultz
Higher Education 363

Spring, 1977

TABLE OF CONTENT

I.	Introduction	1
II.	Purpose	2
III.	Scope of Analysis	3
IV.	Premises	9
V.	Methodology	11
VI.	Observations	12
	Single campus districts	13
	Multi-campus districts	14
VII.	Conclusions and Implications	15
VIII.	Summary	
IX..	Suggestions for further study	19

Appendix

- A. Request letter
- B. Return Correspondence
- C. Reference Materials - Organization Charts
 - Single Campus districts
 - Multi-campus districts

I. Introduction

Since about 1950, the population growth rate in Arizona has been accelerating, not only in the three major urban centers of Phoenix, Tucson and Flagstaff, but also in the existing smaller cities and towns of the state. In addition, new communities have been and continue to be developed by speculators in the land development industry. Examples are such new communities as Lake Havasu City and Green Valley, Arizona.

We must assume that the population of Arizona will continue to increase.¹ We must also assume that as the population increases, there will be continued demands for the services of the community college system, and the Arizona system will continue to expand. The several ways in which the expansion could occur are that existing campuses may expand; additional campuses may be created in existing districts; and completely new districts may be created in counties where they do not currently exist.

With expansion of any form, attention must be given to the orderly transition from small to large (with more varied

¹Annual Report to the Public, State Board of Directors for Community Colleges of Arizona. Phoenix, Arizona, 1976.

programs), and from single to multi-campus forms of organization. From the organization charts in Appendix C, we can already observe the development of multi-campus districts, in several different patterns -- the expansion from one all-purpose campus to the addition of two or more campuses throughout the community (in the Maricopa County and Pima Community College Districts); the extension of college services to rural areas of a county (in Pinal County and Mohave Community College Districts); and with the provision of services by basically residential campuses by extending into rapidly growing urban centers (in Cochise County).

II. Purpose of the study

The purpose of this study is to anticipate what may occur in the future development of the community college system in Arizona by examining some implications of the history of existing districts and by summary comparisons of single and multi-campus districts. In particular, it may be helpful to anticipate what the significant factors might be as single campus districts expand to multi-campus districts; as existing multi-campus districts add additional campuses; and as new community college districts are formed.

There are several possible approaches for investigating the

variety of influences that contribute to the institutions' styles of operation and their operational designs. The approach selected for this study is to examine the respective organizational charts of the nine (9) Arizona community college districts for possible relationships between structural organizations and other factors inherent in the operation of an institution. We must evaluate:

- a. how administrative functions are delegated -- as reflected in the structural design of an organization chart,
- b. any readily apparent differences between institutions,
- c. differences in organizational form between single and multi-campus districts,
- d. the nature of the differences, by some logical criteria; the factors contributing to the differences; and the explicit indicators of the differences.

III. Scope of the analysis

- A. The principal focus of this analysis will be limited to the business functions of Finance, Personnel, and Building and Maintenance. For the purposes of this study (and the specific services may vary somewhat from campus to campus) "business services" are defined:

Financial services (includes but is not limited to)

Comptroller

Finance and financial planning

Purchasing

computer services

Personnel services (although they are sometimes performed as separate functions for classified and academic personnel, we assume the functions are roughly parallel)

Recruitment and selection

Training and staff development

Records and benefits

Employee relations

Plant Management² (includes but is not limited to)

Physical maintenance

Plant security

Transportation (motor pool)

Safety and compliance

Communications services

²These are the functions included for Pima Community College because it is inclusive

B. Definitions

Organization chart. A graphic illustration depicting the flow of information, responsibility, and authority between the design and implementation levels of an organization. Charts can be constructed on the basis of functional task or position description.

Centralization. A process that allows for the consolidation of functions under uniform supervision, especially functions requiring a similar type of specialized knowledge or skill. In this discussion of community colleges, centralization can occur at the state level (by action of the state agency); at the district level (especially accompanying the addition of campuses); and at the campus level (with the assignment of like functions for central supervision).

Span of Control.³ At any given level of the organization

³Generally, a descending expansion by the number three (3) is considered by theorists to be the optimum for effective delegation of authority and responsibility, depending of course on particular circumstances and conditions in an institution.

this concept refers to the number of persons in positions reporting directly to a given supervisor. For example, although the President is responsible for the total operation of the institution, control is retained by communicating through a given number of employees to whom responsibility has been delegated for seeing that a range of duties are carried out.

Size (for a single campus). The factors that affect the growth or expansion of services include

- 1) the number of student enrollments
- 2) the number of employees -- faculty and support staff -- on a campus
- 3) the ratio of faculty to students
- (multi) 4) the number of campuses in a district
(the size of the total would include a multiple of the first three items)
- (state) 5) determined by the total of the first four items.

Other factors influencing size of an institution and its potential for growth are the population of the immediate and

surrounding community, and whether the community is rural or urban in character.

Chief Administrator. The person in the chain of command who bears responsibility for seeing that a given set of duties are performed. For example, in a multi-campus district, a superintendent or president or chancellor may be chief administrator. In a single campus, a president or a dean may be chief. Within a campus, a department/division head or dean or director may be chief. Each has a limited and specified range of authority for an organizational unit within the institution.

C. Factors

- 1) One of the factors to be considered in this analysis is the degree of centralization. Measures for determining that degree can vary. For example, at the district level, the measure would relate directly to the degree of autonomy exercised by the individual campus(es) that make up the district, and their respective governing boards.

A clue to the degree of centralization in an institution's organizational structure is whether the flow of authority tends to be largely vertical or more horizontal. Refer to the charts of PCCCD and PCCD respectively for examples. Generally, if the flow is vertical, responsibilities will be delegated in a largely pyramidal fashion and the "span of control" will be kept at a minimum. On the other hand, when the flow is horizontal responsibilities are more widely distributed, and duties are delegated to a greater number of assistants who have direct and theoretically equal access to the chief administrator.

Within an institution, the measure of centralization is the amount of specialization by function. For example, all of the services that relate to the personnel function are organizationally assigned under single supervision.

- 2) Another factor to consider is the influence of centralization on the degree of access provided for informal communication (both vertically and

horizontally) by students, faculty and members of the surrounding community.

- 3) One other factor will become increasingly important as the state system expands. It will be important that titles, and duties assigned to employees who bear those titles, become reasonably consistent so that identification and expectations will be more nearly uniform across the system. At present, the same title is assigned at several different levels in the system. In this study, we will look briefly at the number, name, and degree of uniformity of application of titles to position types at district and campus levels.

- IV. a. A controlling presumption of this analysis is that consideration of specific organizational functions cannot be conducted except as those functions relate to the total operation of the organization. For example, the Business Manager is only one of several administrators shown on an organizational chart, each of them responsible for a different specialized area of performance.
- b. The formal organization charts are a fairly accurate graphic illustration of the planned (theoretically formal) institutional flow of authority, responsibility

and access. (Generalizations about informal power and communications networks will be referred to but severely limited).

- c. "Centralization" will tend to increase, and structure to become more formalized and specialized as the size of the institution increases. A generally accepted rationale is that centralization of function tends to provide for more effectiveness in coordination of effort and for more efficient utilization of resources.

- d. As the span of control is reduced:

- 1) access to the Chief Administrator becomes more restricted and structures (through more formal channels), and
- 2) managers (or administrators) can more effectively supervise when numbers of personnel are smaller, therefore more manageable.

The implication is that the optimum span of control is a function of the size of the institution. Further, at some point, complexity will dictate that formal and clearly defined structural procedures be required for efficient and effective operation.

V. Methodology

To obtain materials for the analysis of administrative structures in Arizona community college districts, a letter was sent to each of the nine Arizona county districts requesting copies of their respective organization charts (See Appendix A). All nine districts responded by forwarding the materials and by expressing interest in receiving copies of the completed report (See Appendix B).

In order to focus immediate attention on the functional areas under consideration, those portions of the charts that are relevant were outlined in red.

The next step was to sort the charts for separate analysis by category of single versus multi-campus districts (See Appendix C).

VI. Observations

The following table provided the basis for preliminary comparisons:

<u>District</u>		<u>Number of Campuses</u>	<u>Positions Reporting to Chief Admin.</u>
Arizona Western College	AWC	1	4
Cochise College	CC	1	4
Eastern Arizona College	EAC	1	2
Maricopa County Community College District	MCCCD	5	6
Mohave Community College	MCC	1	4
Northland Pioneer College	NPC	1	5
Pima Community College College District	PCCD	3	7
Pinal County Community College District	PCCCD	2	3
Yavapai College	YC	1	6

When the organization charts are sorted into groups for single vs. multi-campus districts, additional relationships do emerge:

A. Single-campus districts

The formal organizations, as indicated by the charts, reflect varying degrees of access to the chief administrator at the top levels of the organizations. The degree of access at a given institution may be a direct reflection of the administrator's preference for general or restricted access.

<u>Span of control</u>		<u>Number of Campuses</u>	<u>Titles</u>
<u>Number positions reporting to chief</u>			
6	AWC	1	Deans, Directors
5	MCC	1	Deans, Directors, Managers
4	CC, YC	3	Deans
	NPC		Administrative Assistant; Director; Consultant
2	EAC	1	Deans, Directors

On six campuses then, the span of control ranges from two to six.

Titles on all campuses include some variations of Deans and Directors; and on one campus include also an Administrative Assistant and a Consultant.

Centralization of Business Services

On three of the six campuses, Personnel, Finance, and Plant Management⁴ all report to the Dean of Business Services. On one campus, each falls separately under

different line supervisory functions. On the remaining campuses, Physical Plant⁴ (on one) and Personnel (on the other) are separated out from the other functions.

B. Multi-campus districts

As indicated by the charts, the formal organization of a multi-campus district tends to be far more complex than that of single campus districts -- that is, they are more structured and formalized. Access to the Chief Administrator of the district becomes more limited and more channelled.

In addition, another layer of administrators is inserted between the first-line administrators at each campus and the Chief Administrator of the multi-campus districts. No uniform title is given to these positions (as indicated in the following table), but the new level represents a different, purely administrative and coordinating function.

⁴These terms are used synonymously.

Span of control

<u>Number positions reporting to chief</u>		<u>Number of Campuses</u>	<u>Titles</u>
7	PCCD	3	Executive Deans, Deans
6	MCCCD	5	Associate/Executive Vice Presidents; Directors; Executive Deans
3	PCCCD	2	Vice Presidents

As with single campus districts, the range of the span of control also varies, this time from three to seven people with direct access to the Chief Administrator of the district.

Centralization of Business Services

All three multi-campus districts display similar formats for business services. All the specified functions are subject to single supervision, or the Personnel function assumes separate and equal status with the Business Services and other specialized functions.

VII. Conclusions and Implications

- a. The organizational charts reflect a variety of designs that are not easily categorized. We will assume that the structures reflect combinations of preferences of personnel, functions, and conditions in each institutional setting.

- b. The charts above are not sufficient to determine whether or not the differences are "significant". However, there are apparent trends which indicate that structures become more formal as size increases; specialization of functions occurs as size increases; and a new level of administration (as coordinator) develops as size increases.
- c. The major factor contributing to the differences appears to be size, which causes,
- 1) complexity of organizational function
 - 2) the requirement for specialization for greater efficiency of operation and effectiveness in the utilization of resources
 - 3) the necessity for broader delegation of responsibility and authority.

The inferences that can be drawn from any study of this type may vary on some points. But it does seem clear that single campus districts are less formal and more accessible; and that as they expand to include additional enrollments and campuses, they will become increasingly structured. Their internal operational procedures will become more rigid. The business service function (as well as the other specialized areas) will become centralized, and those generic functions

will convert to district supervision.

Multi-campus districts will refine structures as those refinements are required. Any provision for allowing participation by the general population in the governance of the institution will likely be through informal processes such as committees, task forces for specific purposes or suggestion boxes, as a few examples.

Overall, titles will probably become more uniform in order to more accurately predict the relative roles, status, authority and privilege to be conveyed by the application of a title.

VIII. Summary

It seems reasonable to expect that if growth -- and the direction that growth will take -- is anticipated, the processes within the formal organization can be deliberately designed to provide flexibility in the structure. Such flexibility could allow for adaptations of business concepts to the needs of the specific institution in ways that would help to achieve maximum efficiency for the organization.

In a review of the materials about the existing districts, it is important to recognize that differences in structure may

arise from two different sources. For the sake of simplicity, the types can be described concisely as changes stemming from generic factors and those attributable to random forces.

"Generic" differences refer to those factors that are inherent in a particular set of circumstances. Such factors will tend to force modifications despite any efforts to retain the status quo. Examples of this type of difference are those which are forced to occur as size increases and which are listed on the following table.

"Random" differences refer to factors that are subject to modification. Within the formality of a basic organizational structure, random factors can be adjusted to accomplish a desired outcome in a predetermined manner. For most of the generic factors (about which we have no choice but to accommodate) there are adjustments of random factors possible that provide for a degree of flexibility in our style of organization.

Generic (inherent differences)

- Ex. Size, as a generic factor forces
- a. greater complexity of function
 - b. increased coordination
 - c. increased formality in communications
 - d. greater delegation of responsibility
 - e. centralization of ultimate authority

Random (variable differences)

- Responses can be adjusted through
- specialization of like tasks and,
 - paralleling of responsibilities and titles
 - altering span of control to experiment for most effective results
 - experimenting with supplemental methods of providing access
 - placing responsibility where assignments are most effectively accomplished
 - combining similar and related functions into specialized areas
 - clearly defining the lines of communication and command

IX. Suggestions for further study

- a. Compile supplementary data (with the organization charts) to identify the relationship of size by student enrollment etc. to structural design. By completing a

matrix such as the one suggested below, numerical and proportional ratios may provide additional data.

		Number Employees					Age of Institution
Number of campuses Single	Multi	Student Enrollment	Faculty PT	Faculty FT	Support Staff	Admin. Staff	

5

- b. It would be informative to do a job analysis study across all districts and at all levels to determine what variations in job functions occur under differing circumstances, and how much homogeneity exists among job descriptions.
- c. Analyses parallel to this study can be made for other functions. Probably, with only minor modifications, the initial assumptions and observations made about the overall district and state organizations could be maintained.
- d. Analysis can be conducted about structural design to determine if relationships to underlying rationales for governance can be identified and supported. For example, is there homogeneity or diversity of educational philosophies among the nine districts? What is the relationship of each board to its member institutions (in multi-campus units?) To each board by individual institutions? What are the relationships of boards to each other? What are the relationships to the state agency?

23

- e. With any portion of information generated, could predictions be made about the optimum conditions and timing for expansion of districts? For forming new campuses? For creating new districts? For consolidating specialized functions within districts?

Probably a multitude of additional questions could be formulated that would justify further study. My own conviction is that coordination of efforts should be developed -- both within and among districts -- on a regular and sustained basis.

APPENDIX A

April 4, 1977

John R. Edwards, Jr.
President
Cochise College
Douglas, AZ 85607

Dear Dr. Edwards:

I am currently enrolled in the doctoral program for Educational Administration in the Educational Foundations and Administration Department at the University of Arizona. Currently, I am taking a course with Dr. Raymond Schultz in the Higher Education Department, entitled "Organization and Administration of Community Colleges."

In fulfillment of one of the course requirements, Dr. Schultz has indicated an interest in a comparative study of how Community Colleges in Arizona are organized for delivery of support services. For simple analysis, we propose to examine the structure as displayed in institutions' organization charts.

This letter is to request a copy of your organization chart(s) which show the staffing for support services in Financial Management, Personnel Management, and Plant Management.

We will appreciate receiving this information. If you would like a copy of the results of our analysis, make a note to that effect on the information sent. If you need any more information, please call me at 792-2550.

Sincerely,

Vera Lander
University of Arizona

Mailing address:

1433 E. Broadway
Tucson, AZ 85719

APPENDIX B



ARIZONA WESTERN COLLEGE

POST OFFICE BOX 929

PHONE: 728-1000

YUMA, ARIZONA 85384

April 22, 1977

Ms. Vera Lander
1433 E. Broadway
Tucson, AZ 85719

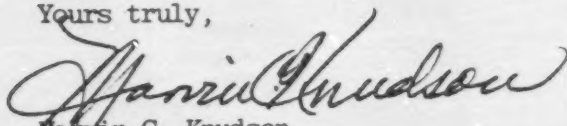
Dear Ms. Lander:

Thank you for your letter of April 1, 1977 requesting a copy of our institution's organizational chart.

Enclosed is the existing organizational chart for Arizona Western College. I would assume that there will be some changes made when the new President comes on board sometime later in the year.

We would appreciate receiving a copy of the results of your analysis.

Yours truly,


Marvin C. Knudson
Interim President

vt
Enclosure



COCHISE COLLEGE

Douglas, Arizona 85607 | Telephones 364-3451 432-5737

April 18, 1977

Ms. Vera Lander
1433 East Broadway
Tucson, AZ 85719

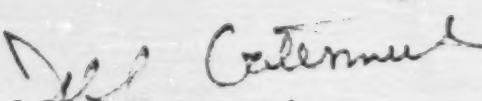
Dear Ms. Lander:

Enclosed are copies of the Cochise College Organizational Chart and a more detailed schematic of the Business Affairs area. I hope that they will suit your purpose.

I, as a student of the University of Arizona, once served on a committee which I believe you lent administrative guidance to, although I'm not able to recall which one. Anyway, I was happy to hear that you are in hot pursuit of your doctorate. Best of luck!

If I am able to provide any further information, please do not hesitate to contact me.

Sincerely,


Jeffrey R. Gatesmith
Personnel Officer

JRG/gjn

Enclosures

**EASTERN
ARIZONA
COLLEGE**

Graham County Community College District
April 14, 1977

Ms. Vera Lander
1433 E. Broadway
Tucson, AZ 85719

Dear Ms. Lander:

In answer to your request of April 1, 1977, we are here-
in sending you a copy of our organization chart showing
the staffing for support services.

We would very much like a copy of the results of your
analysis when it is completed.

Sincerely,

Wayne M. McGrath
Wayne M. McGrath
President

WMM:rs

Thatcher Campus
616 Church Street
Thatcher, Arizona 85552
(602) 428-1133

Gila Pueblo Campus
Six Shooter Canyon
Globe, Arizona 85501
(602) 425-7131

Extension Centers
Graham, Greenlee,
Gila Counties

Serving Arizona Since 1888

GOVERNING BOARD

Jeremy E. Butler, President
Roger A. Brooks, Secretary
Ross N. Farnsworth
Robert L. Robertson
Barbara T. Hitchcock



Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Scottsdale Community College
Maricopa Skill Center

MARICOPA COUNTY
COMMUNITY COLLEGE DISTRICT

3910 E. Washington St. / Phoenix, Arizona 85034
P. O. Box 13349 / Phoenix, Arizona 85002
(602) 244-8355

April 13, 1977

Ms. Vera Lander
1433 E. Broadway
Tucson, AZ 85719

Dear Ms. Lander:

Your letter to Dr. John F. Prince has been forwarded to the District Personnel Department for a reply. I am enclosing district organizational charts for the areas that you have asked for and hope that they complement your course work.

Should you have any questions, please call me.

Sincerely,

A handwritten signature in cursive script, appearing to read "J. H. Boyle".

J. H. Boyle
Supervisor/Wage & Salary

JHB/nlm

Enclosures

cc: file

Ms Lander,
is changing
to organizational structure
1977-78. We plan to
add a distinct administrative to
serve as "Administrative Services"

April 4, 1977

APR 11 1977

Keith A. West
President
Mohave Community College
Kingman, AZ 86401

Dear Dr. West:

I am currently enrolled in the doctoral program for Educational Administration in the Educational Foundations and Administration Department at the University of Arizona. Currently, I am taking a course with Dr. Raymond Schultz in the Higher Education Department, entitled "Organization and Administration of Community Colleges."

In fulfillment of one of the course requirements, Dr. Schultz has indicated an interest in a comparative study of how community colleges in Arizona are organized for delivery of support services. For simple analysis, we propose to examine the structure as displayed in institutions' organization charts.

This letter is to request a copy of your organization chart(s) which show the staffing for support services in Financial Management, Personnel Management and Plant Management.

We will appreciate receiving this information. If you would like a copy of the results of our analysis, make a note to that effect on the information sent. If you need any more information, please call me at 792-2550.

Sincerely,

Vera Lander

Vera Lander
University of Arizona

Mailing address:

1433 E. Broadway
Tucson, AZ 85719

NORTHLAND PIONEER COLLEGE

203 W. HOPI DR.

PHONE (602) 524-6111

HOLBROOK, ARIZONA 86025

EDWIN R. SORENSEN, PRESIDENT



April 22, 1977

Vera Lander
University of Arizona
1433 E. Broadway
Tucson, AZ 85719

Dear Ms. Lander:

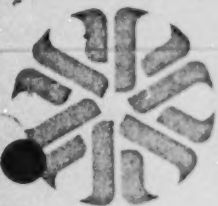
Enclosed please find the information you requested.

Cordially,

A handwritten signature in cursive script, reading "W.S. Carpenter". The signature is written in dark ink and is positioned above the printed name.

W.S. Carpenter
Personnel Director

WSC/lf
Enclosure: 1



April 27, 1977

Ms. Vera Lander
University of Arizona
1433 E. Broadway
Tucson, Arizona 85719

Dear Ms. Lander,

Your request was referred to me for implementation. It is with sincere interest and best wishes for the success of your endeavor that we share our organizational structure with you.

We will look forward to receiving a copy of the results of your analysis.

Sincerely,

Rosemary Garcia
Assistant to the President

RG:rs

COMMUNITY COLLEGE DISTRICT

Woodruff at Overfield Road
Coolidge, Arizona 85228

MEL A. EVERINGHAM
President

ARIZONA COLLEGE OF TECHNOLOGY
Yinkelman, Arizona 85292

BRANCH CAMPUSES
Gila River Career Center
Arizona State Prison Program

April 12, 1977

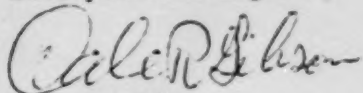
Ms. Vera Lander
1433 East Broadway
Tucson, AZ 85719

Dear Ms. Lander:

Please find enclosed copies of our organizational chart for Pinal County Community College District, Central Arizona College and Arizona College of Technology you recently requested.

We hope this will enable you to do the analysis study you have in mind. We certainly would be interested in the results of your study. Please send us a copy when it is finished.

Best personal regards,



Dale R. Gibson
Vice President for
Research and Development

DRG/gw
Encl.



PRESCOTT, ARIZONA 86301

Yavapai College

April 22, 1977

Ms. Vera Lander
1433 East Broadway
Tucson, Arizona 85719

Dear Ms. Lander:

Enclosed is an organizational chart for Yavapai College. The numbers in parenthesis show the approximate number of persons supervised.

We hope this is what you need for your survey and we would be interested in the results.

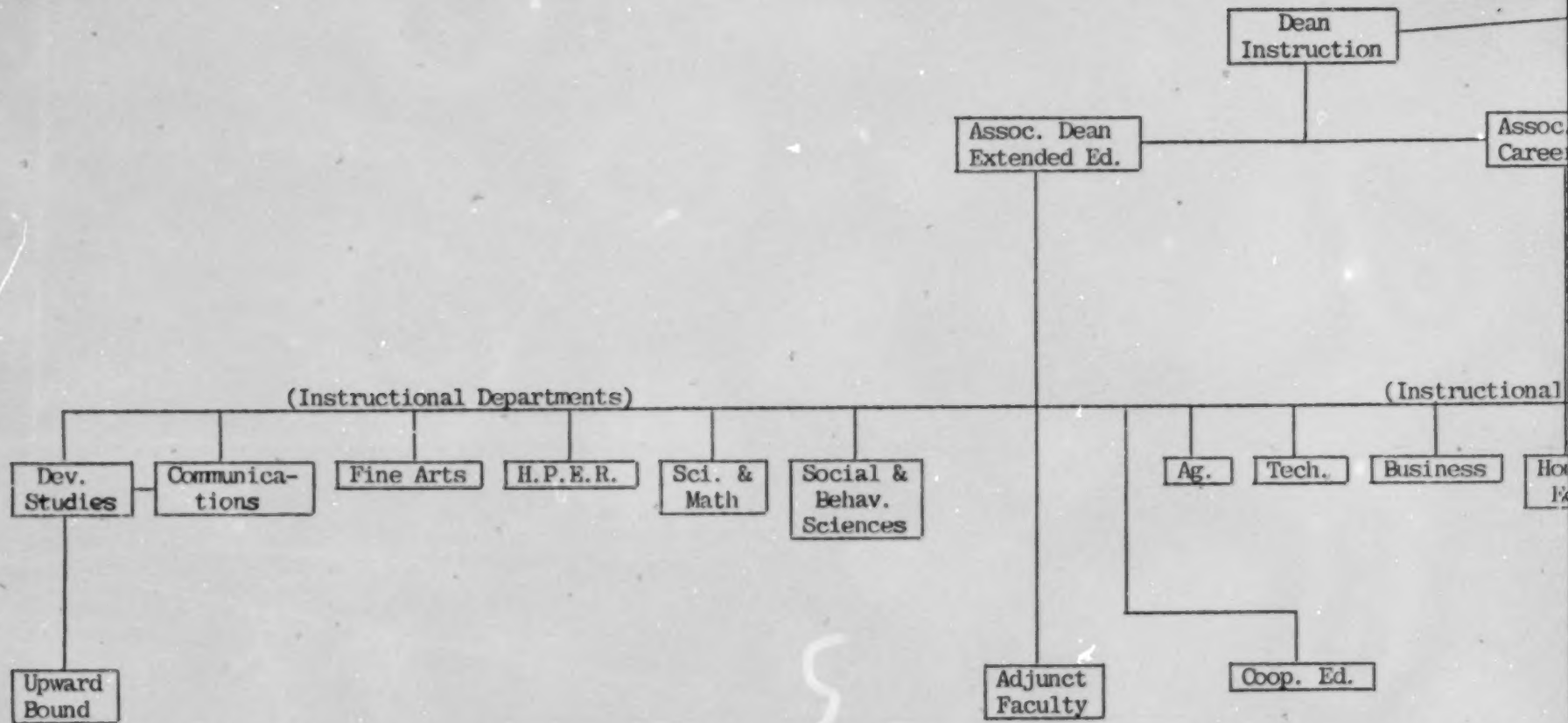
Sincerely,

Charles W. Baldwin

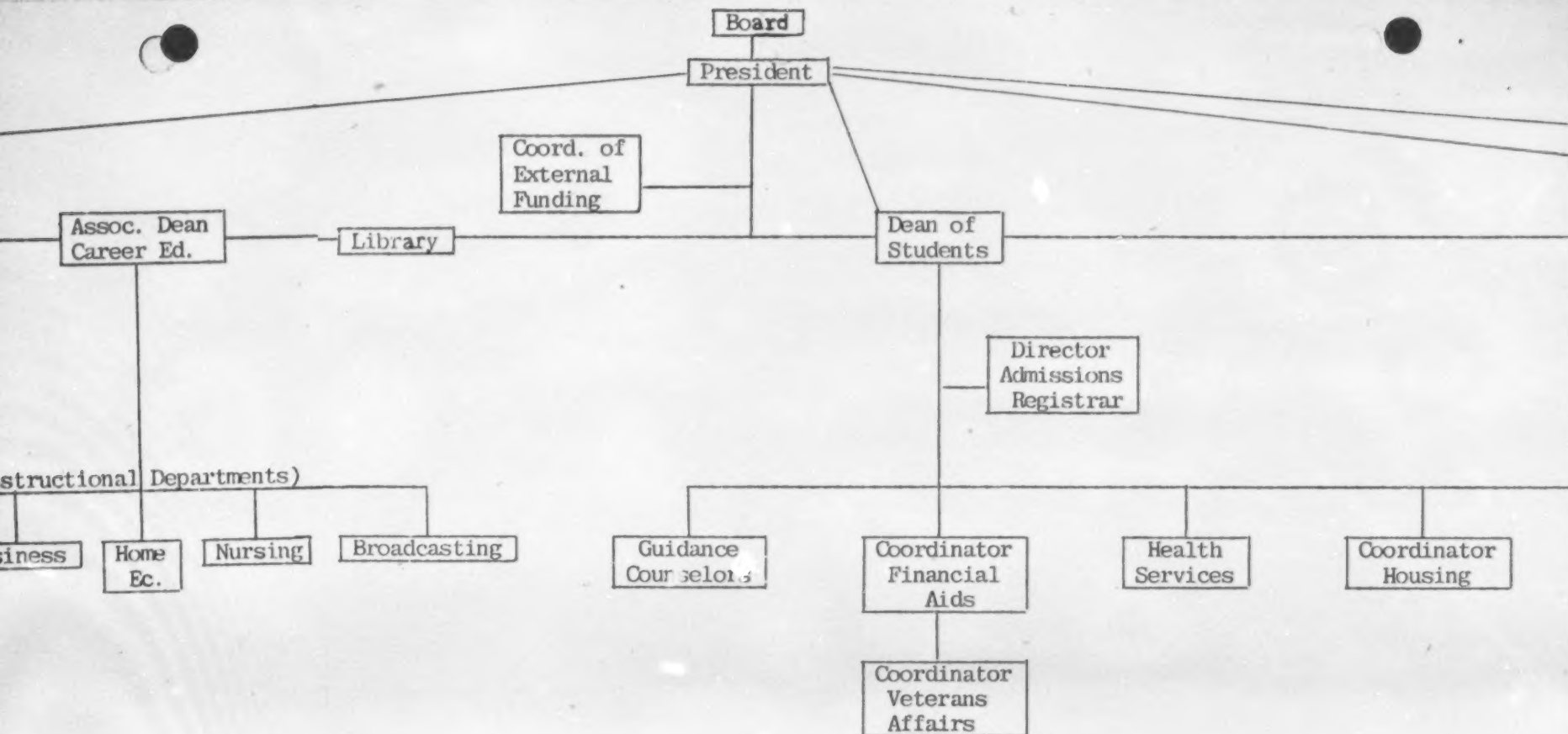
Charles W. Baldwin *CF*
Dean of Business Services

jg
Enclosure

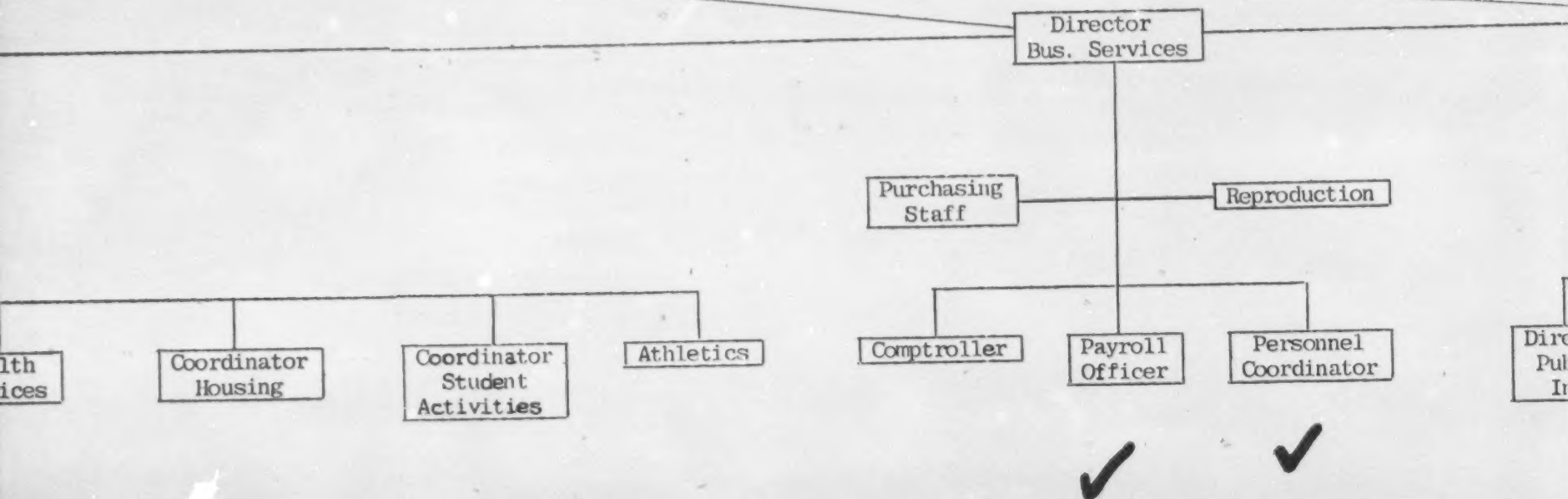
APPENDIX C



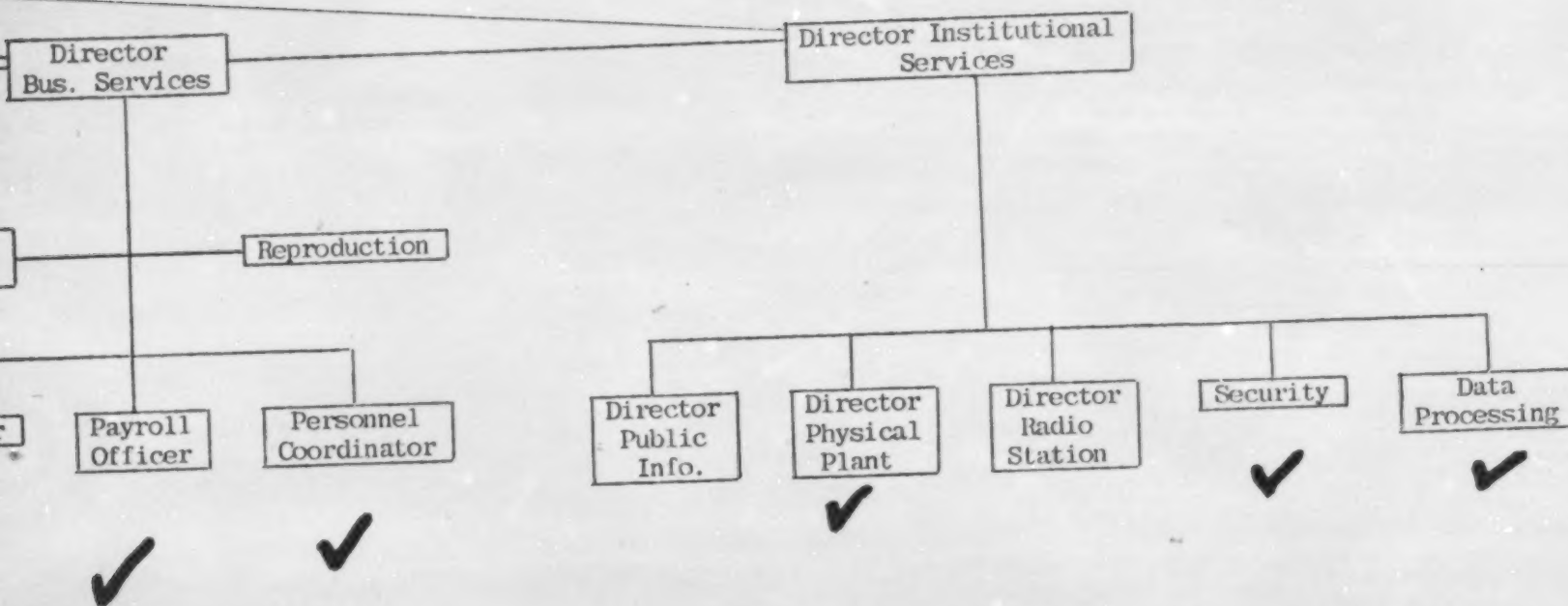
ARIZONA WESTERN COLLEGE [1]



ARIZONA WESTERN COLLEGE [2]

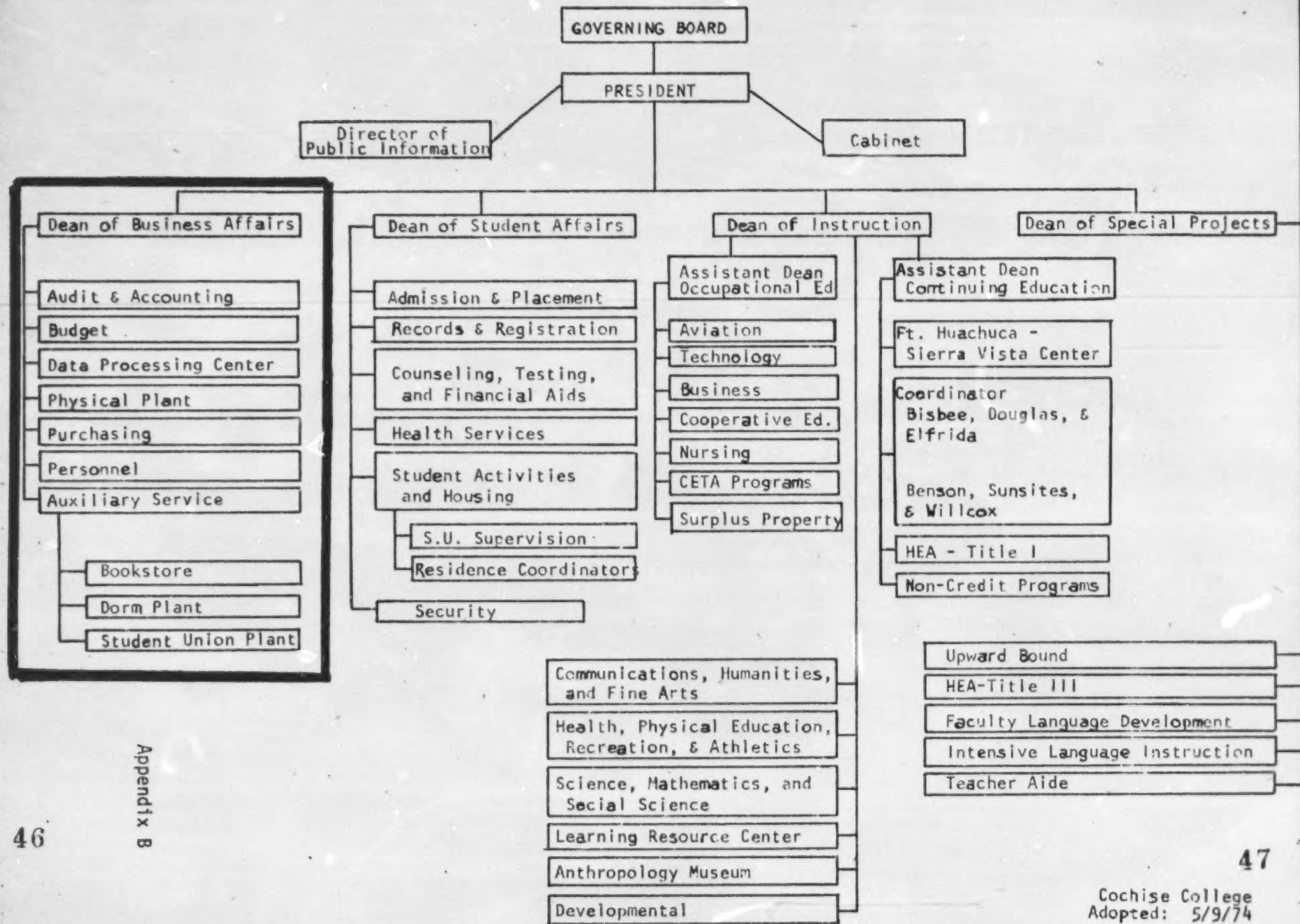


ARIZONA WESTERN COLLEGE [3]

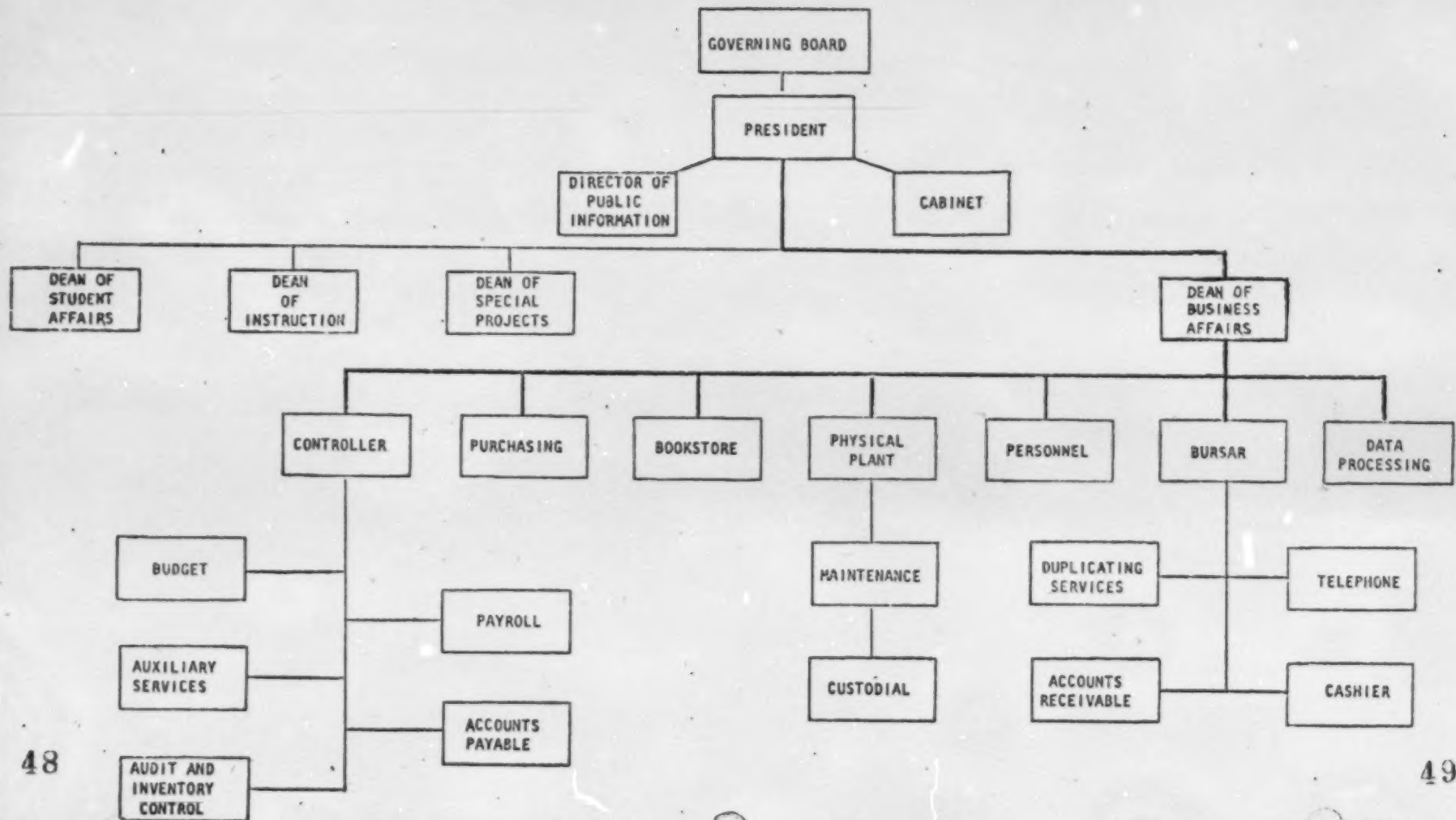


ARIZONA WESTERN COLLEGE [4]

COCHISE COLLEGE

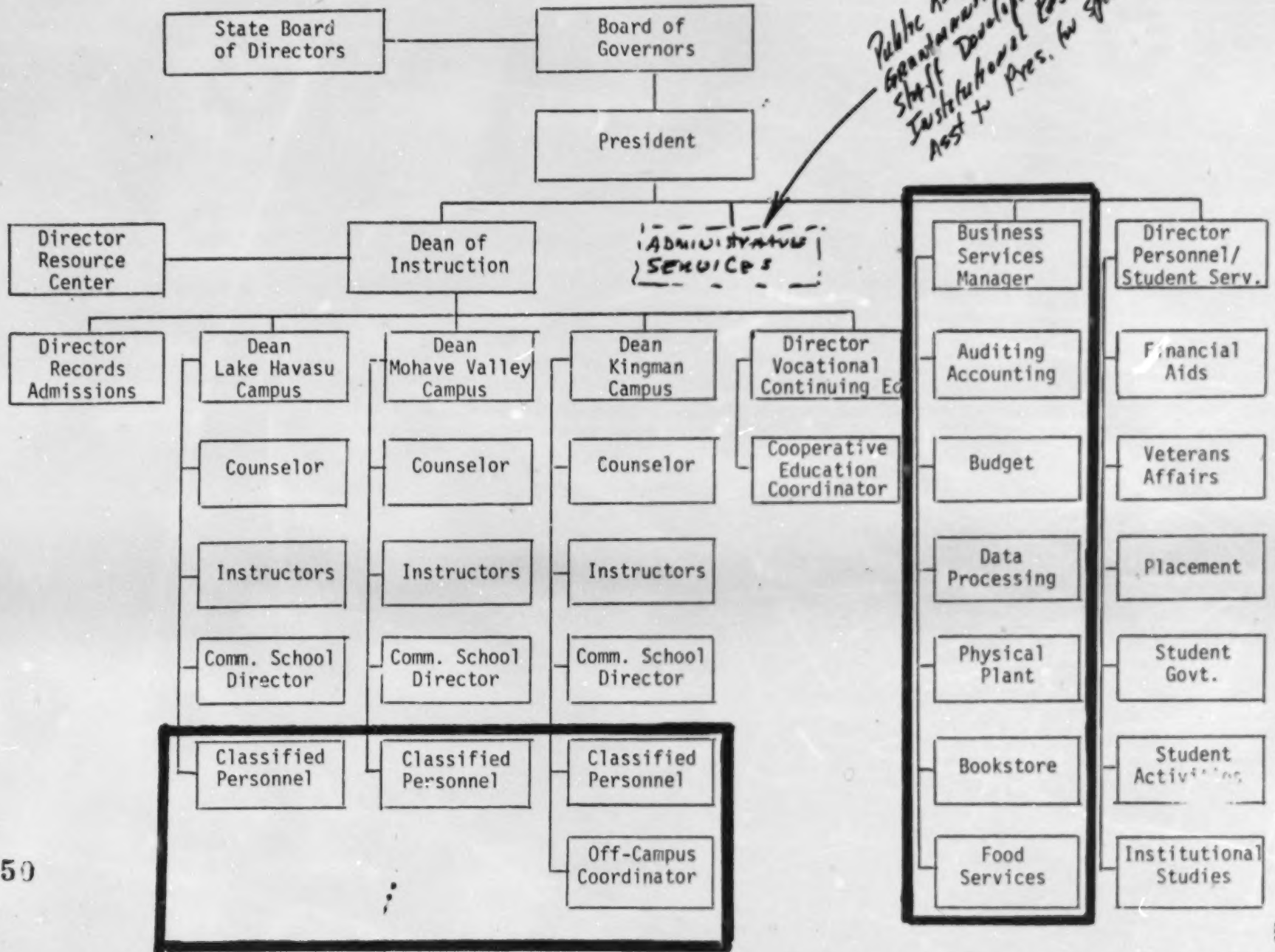


COCHISE COLLEGE
ORGANIZATIONAL
CHART



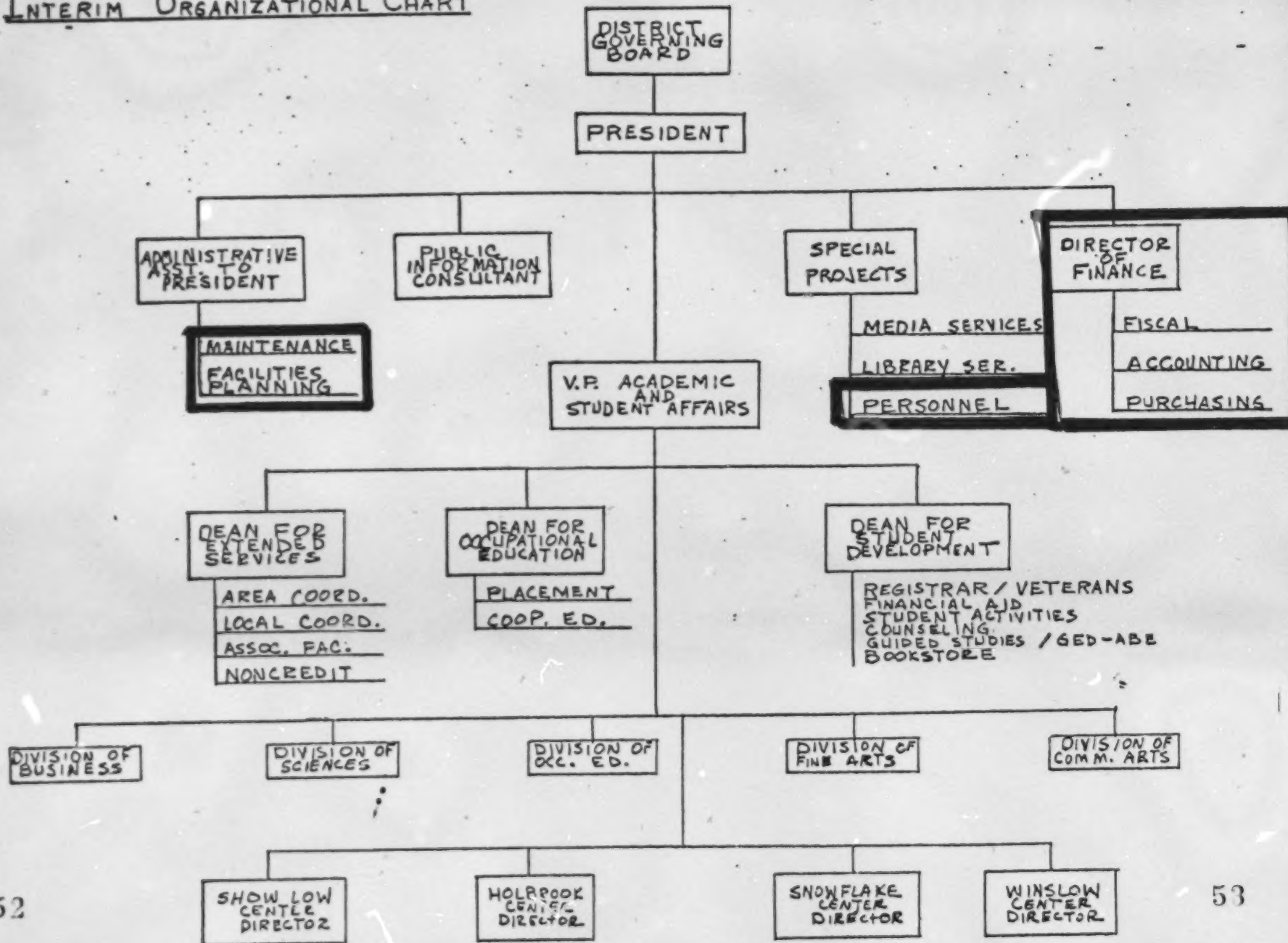
MOHAVE COMMUNITY COLLEGE

TABLE OF ORGANIZATION



NORTHLAND PIONEER COLLEGE

INTERIM ORGANIZATIONAL CHART



EASTERN ARIZONA COLLEGE

STATE COMMUNITY COLLEGE BOARD

DISTRICT GOVERNING BOARD

PRESIDENT

Dean of Instruction

Division Chairmen

Instructors

Director of Business Services

Comptroller

Support Staff

Supt. Bldg.

Grounds

Treasurer

Maintenance
Staff

Custodial
Staff

Accounts
Receivable

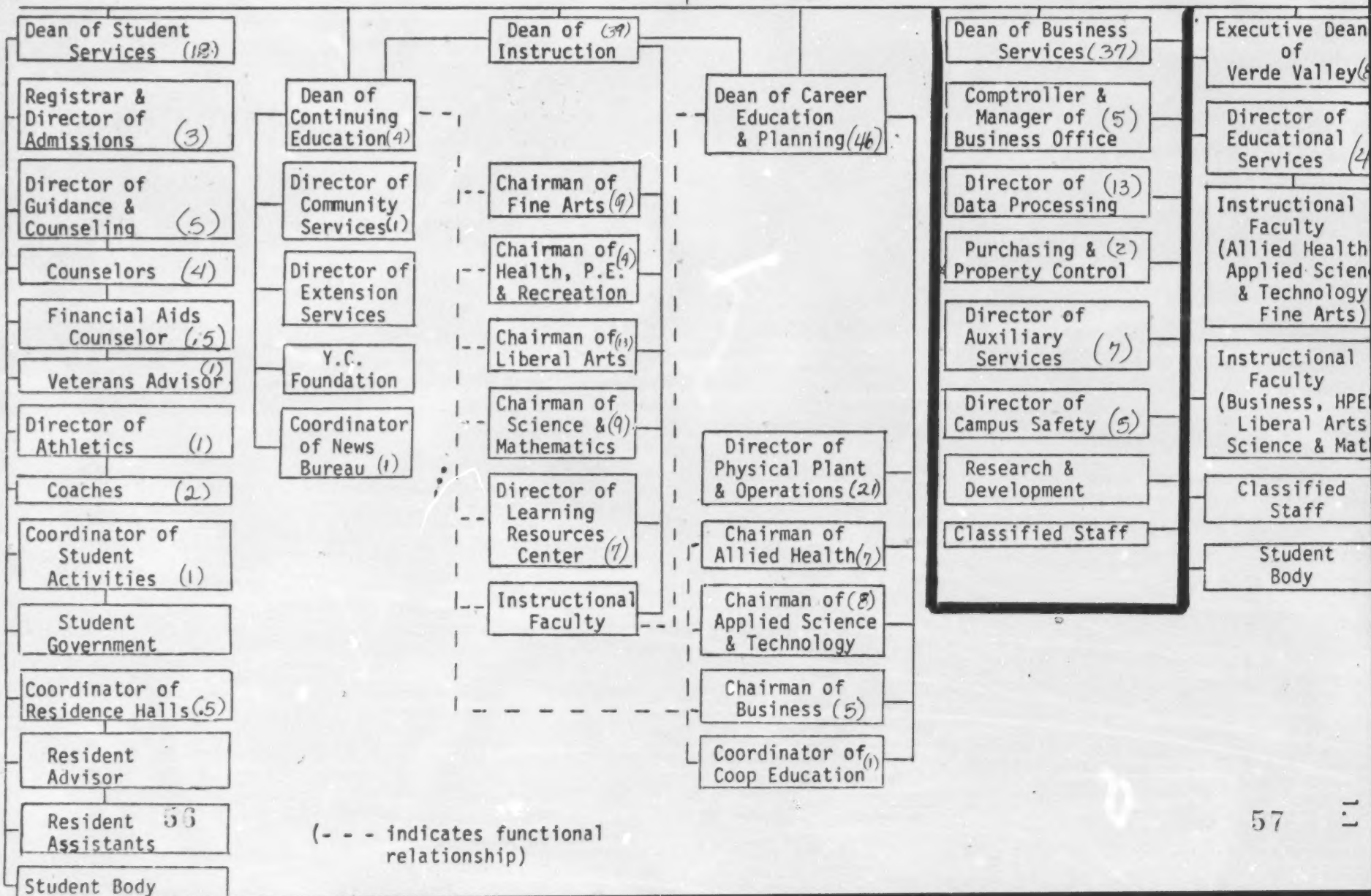
Accounts
Payable

Payroll

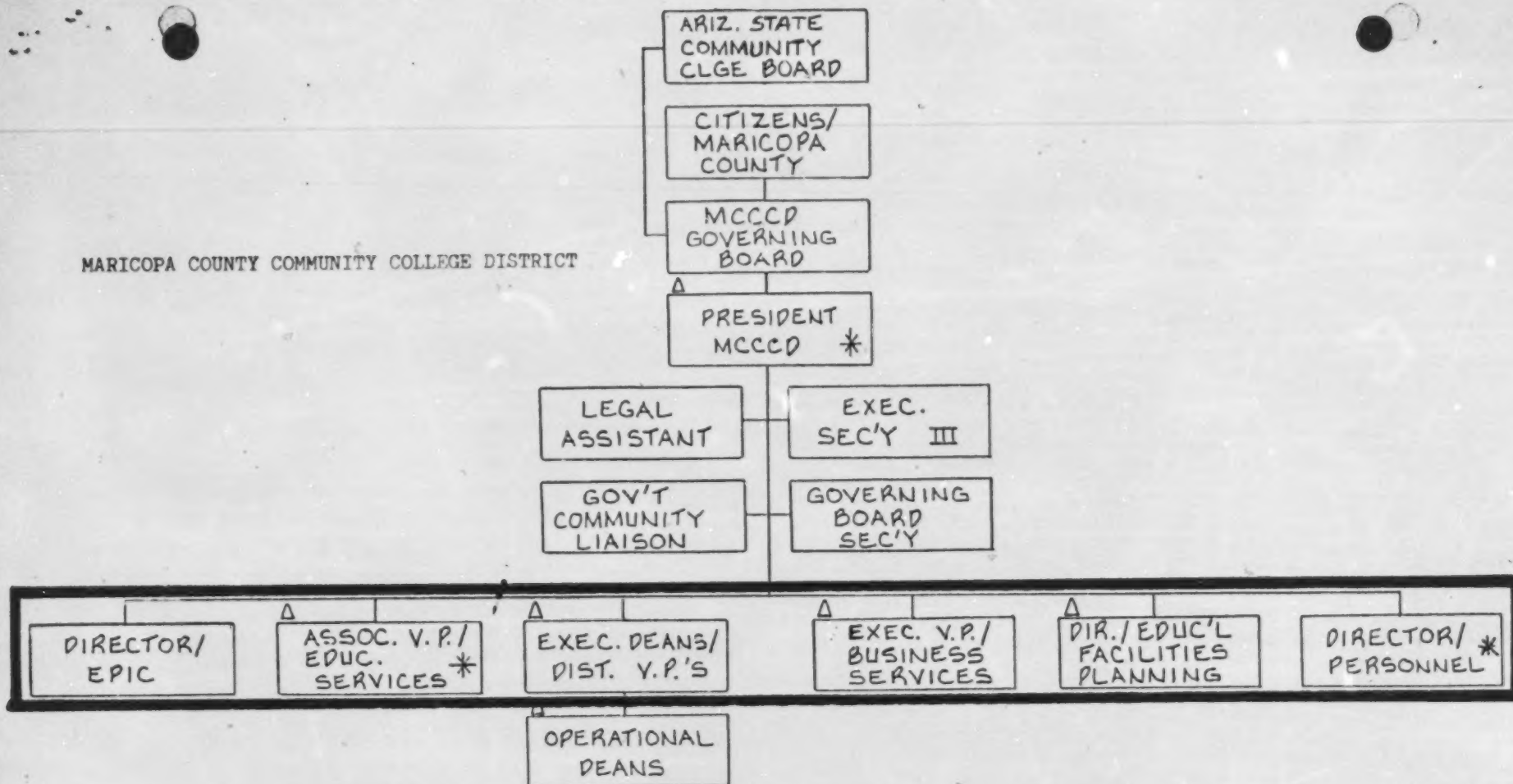
YAVAPAI COLLEGE

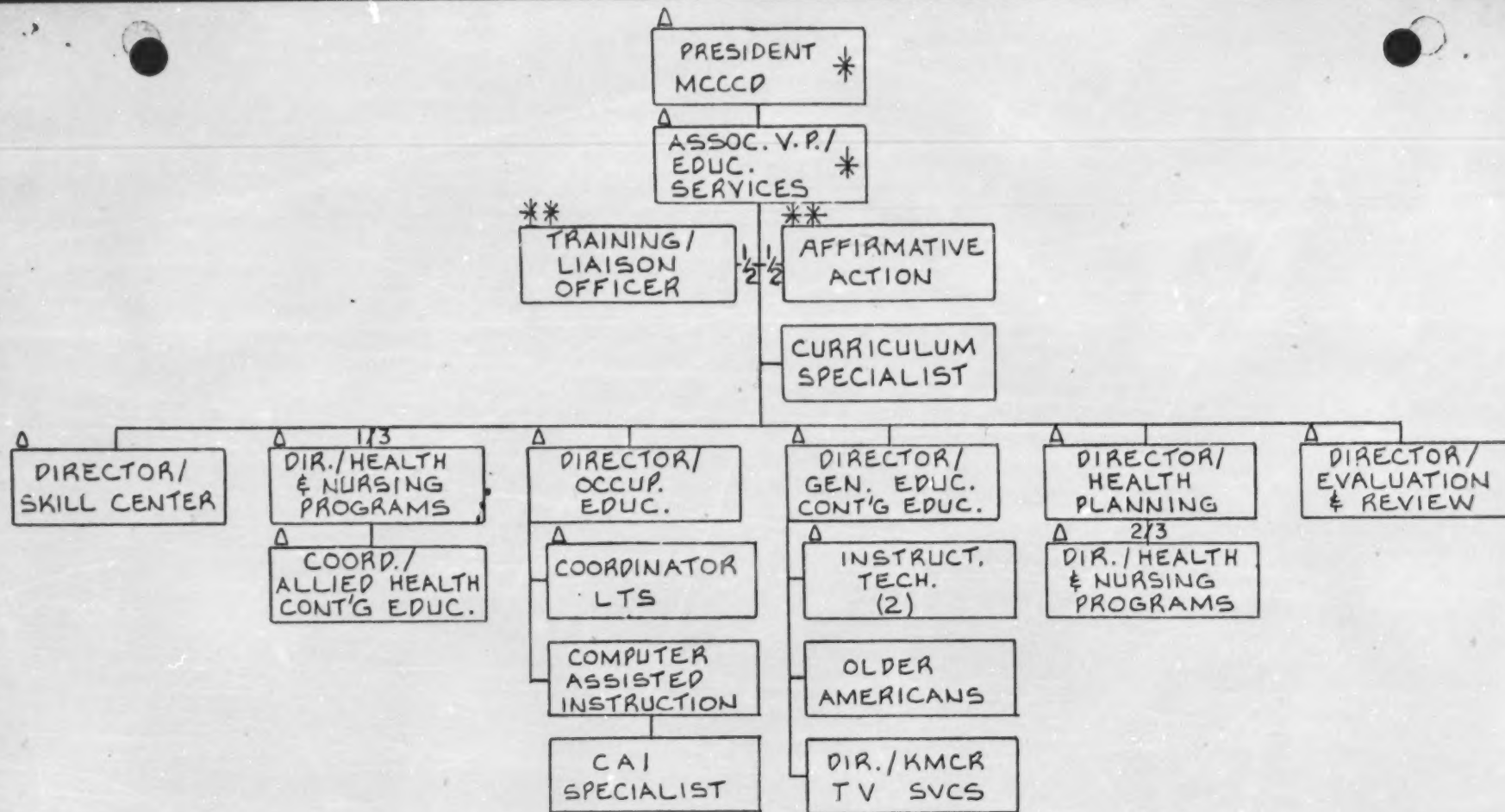
Board of Governors

President



MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT



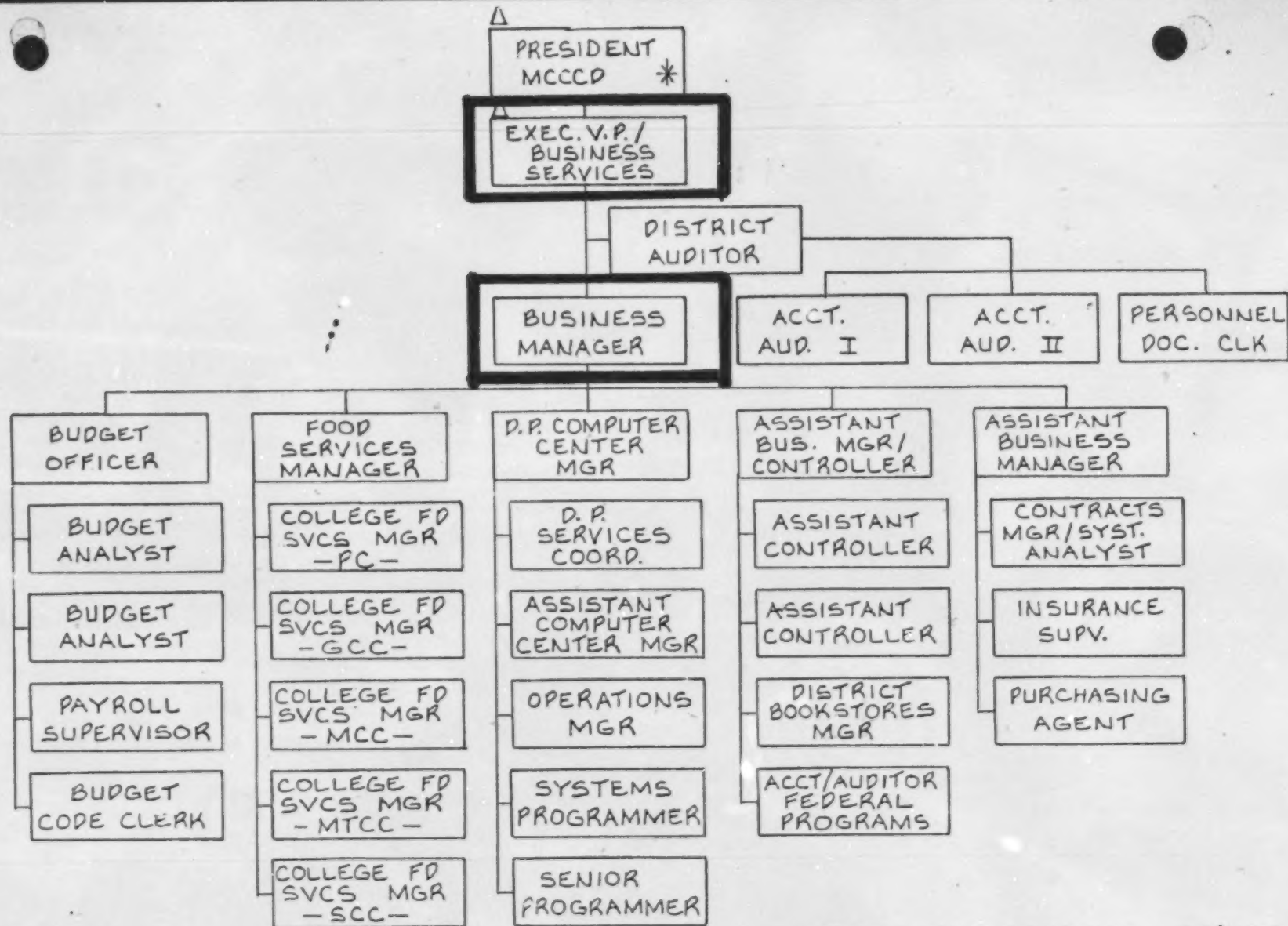


- * ACTING BASIS
- Δ DENOTES CERTIFICATED POSITION
- ** EQUAL RESPONSIBILITY TO EXEC. V.P./BUS. SERVICES

MCCCED ORGANIZATIONAL STRUCTURE
EDUCATIONAL SERVICES DIVISION

11/76

2-77



62

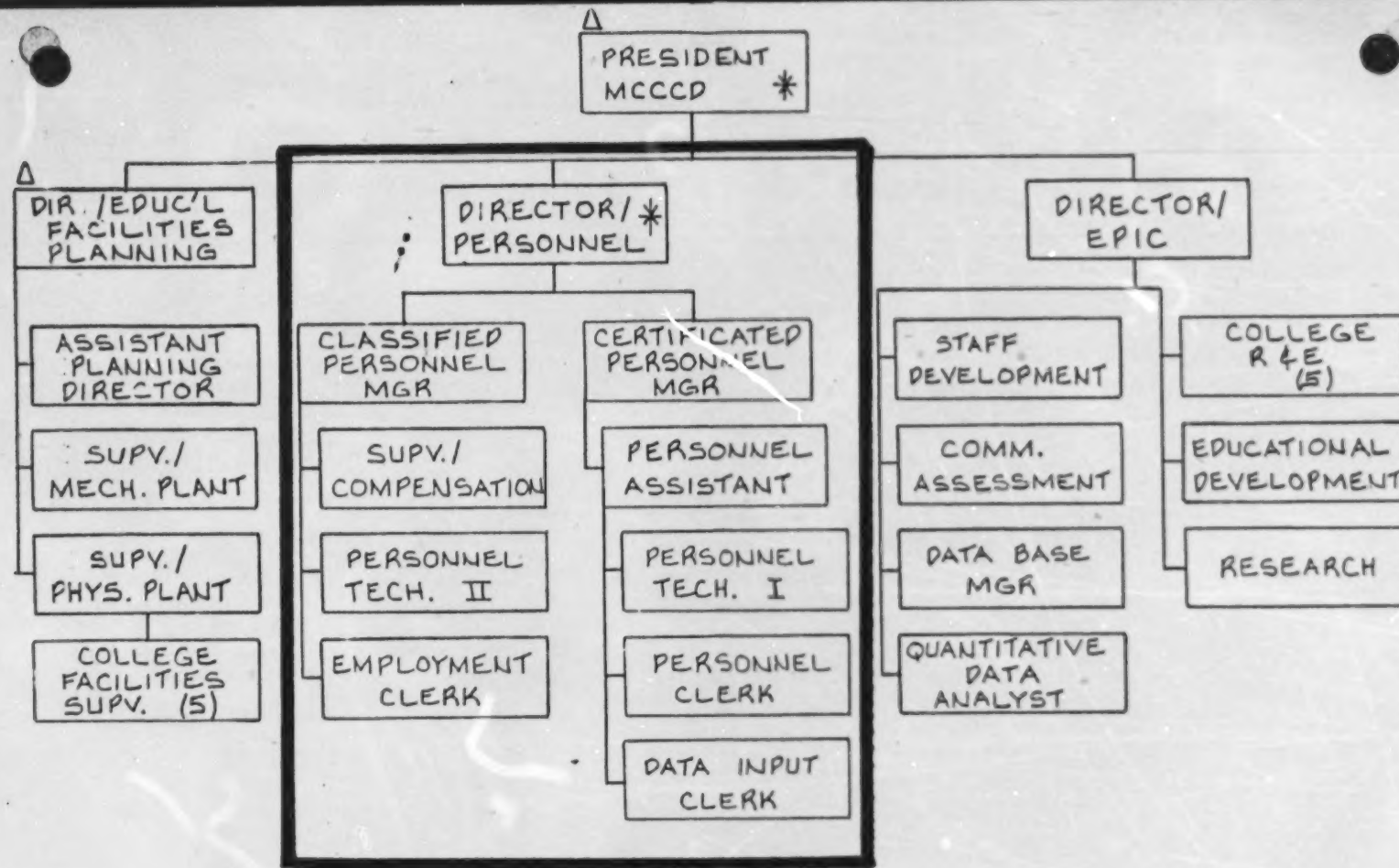
* ACTING BASIS
^Δ DENOTES CERTIFICATED POSITION

MCCCDC ORGANIZATIONAL STRUCTURE
 BUSINESS SERVICES DIVISION

11/76

2-77

63



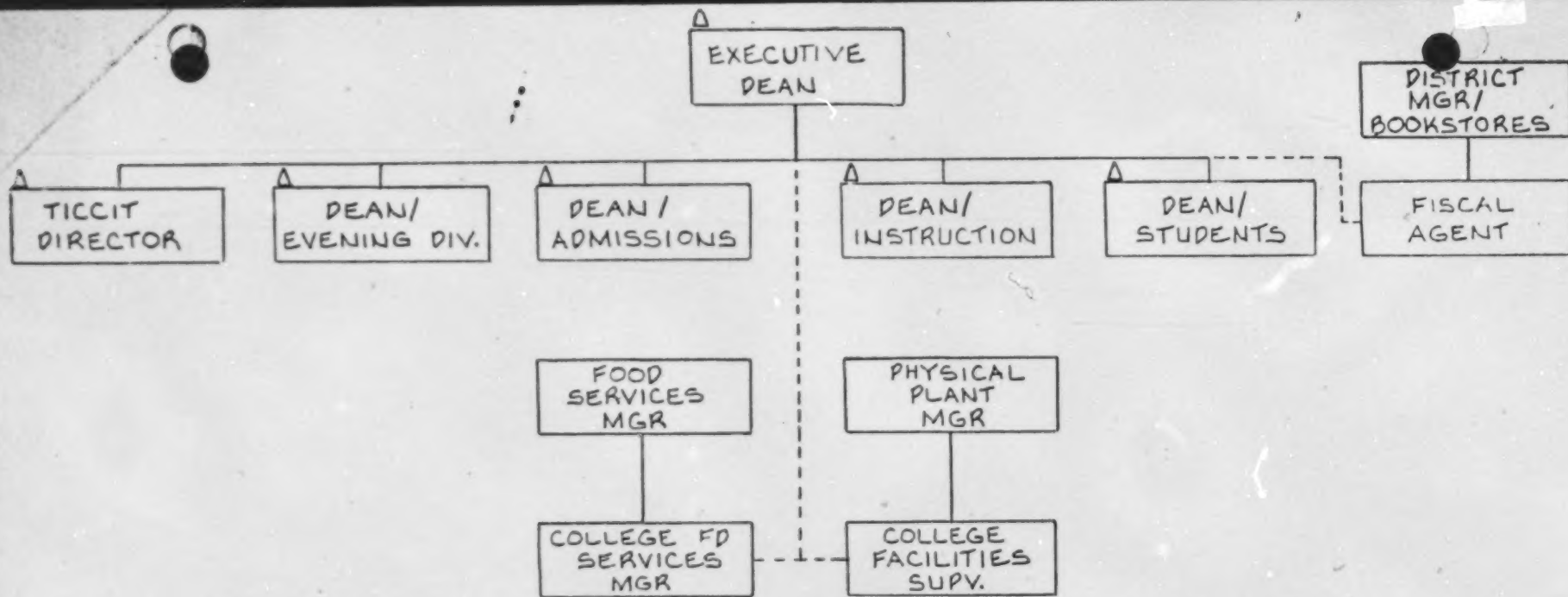
* ACTING BASIS

Δ DENOTES CERTIFICATED POSITION

MCCC ORGANIZATIONAL STRUCTURE
PLANNING DEPT. — PERSONNEL DEPT. —
EPIC

11/76

2-77

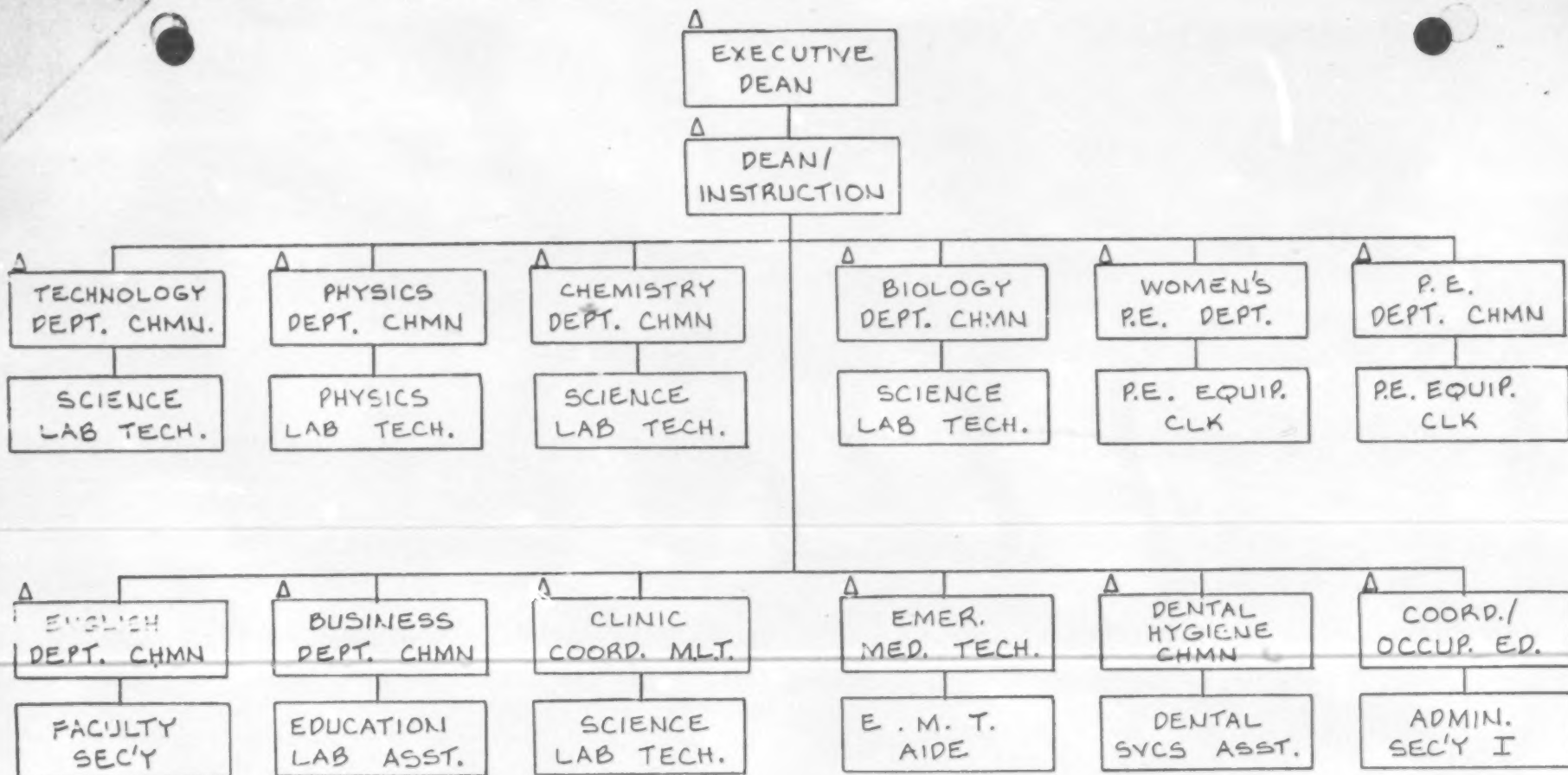


Δ DENOTES CERTIFICATED
 ----- WORKING RELATIONSHIP

PHOENIX COLLEGE ORGANIZATION

10/76

2-77

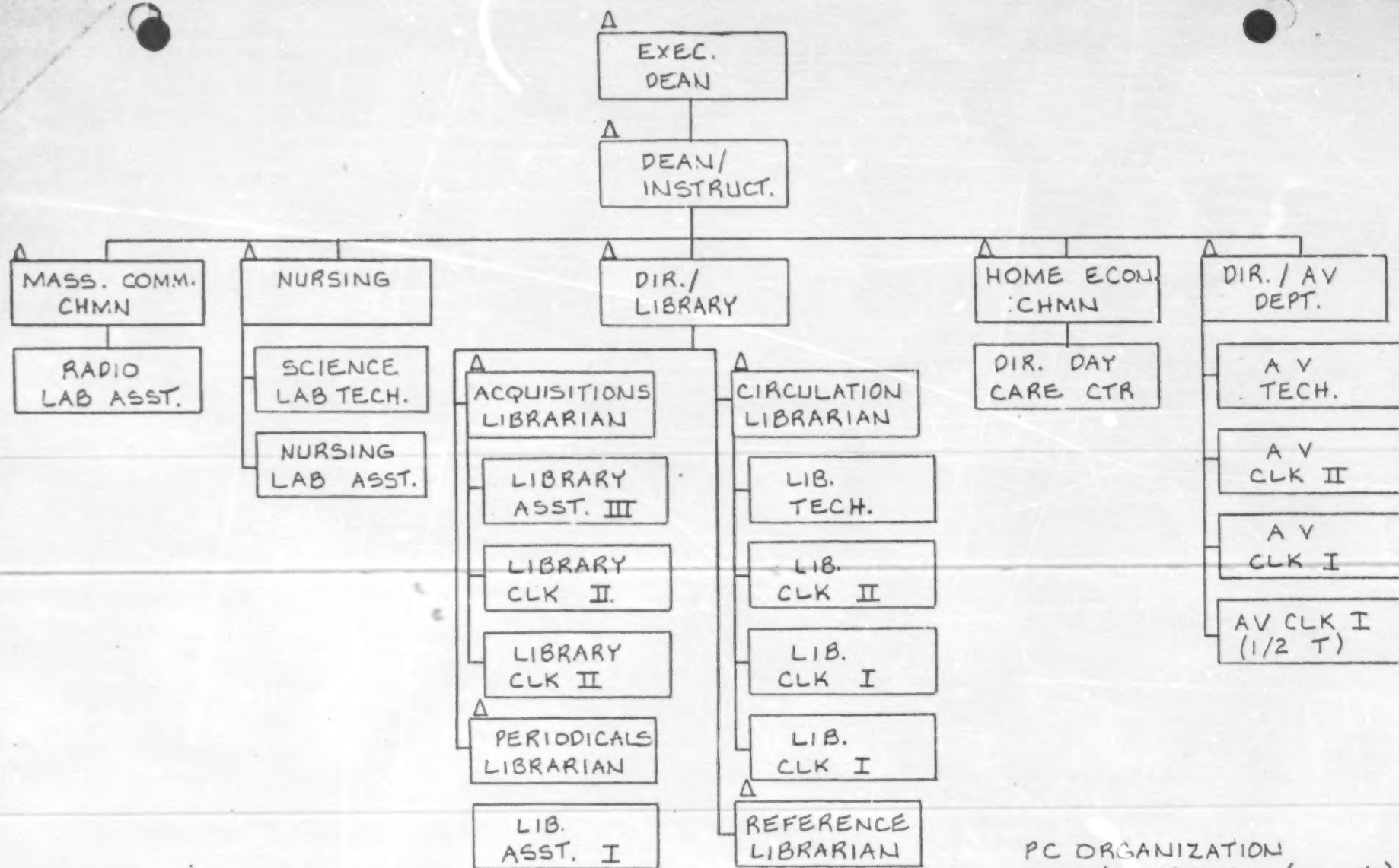


△ DENOTES CERTIFICATED

P.C. ORGANIZATION
DEAN/INSTRUCTION (PARTIAL)

10/76

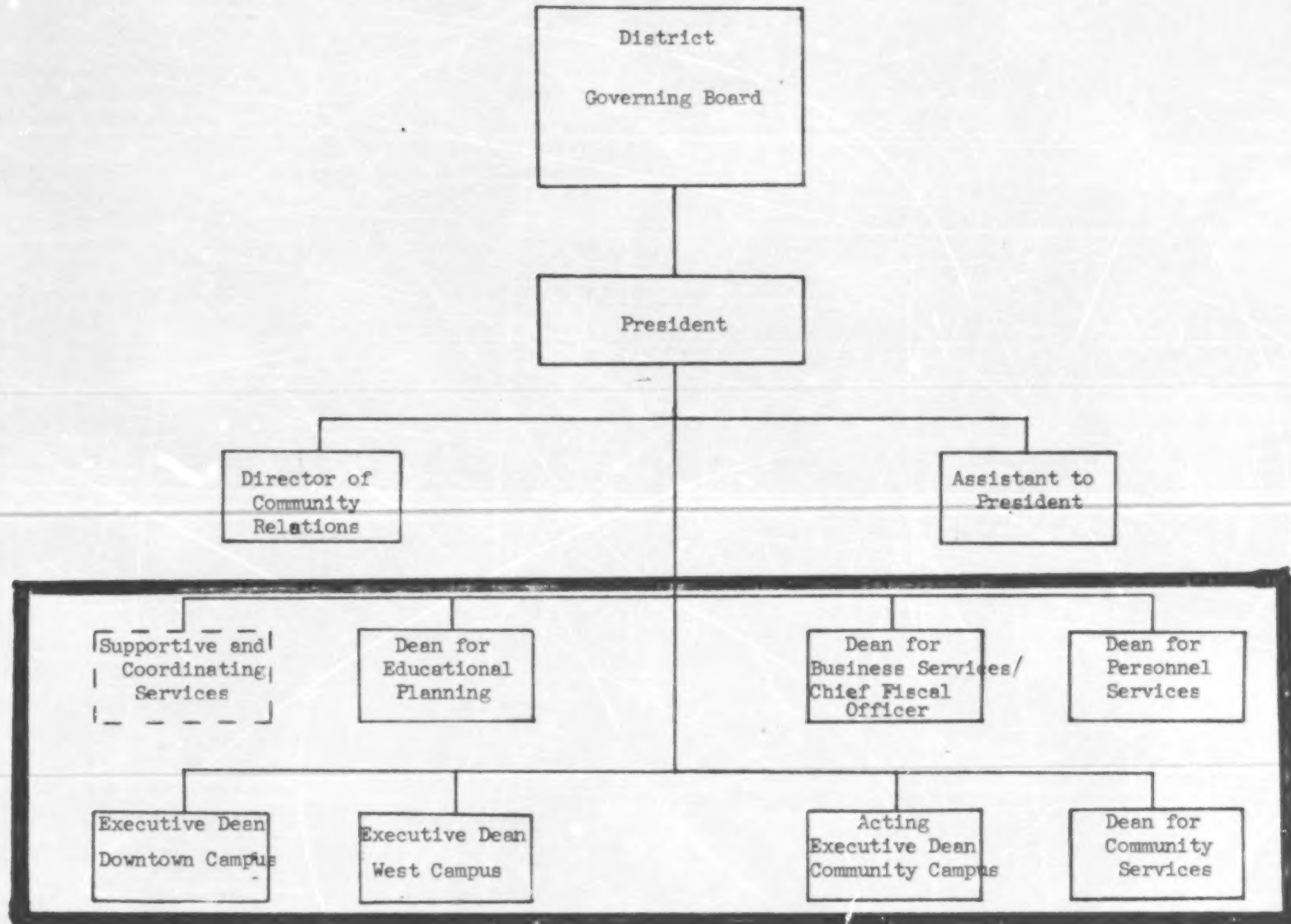
2-77



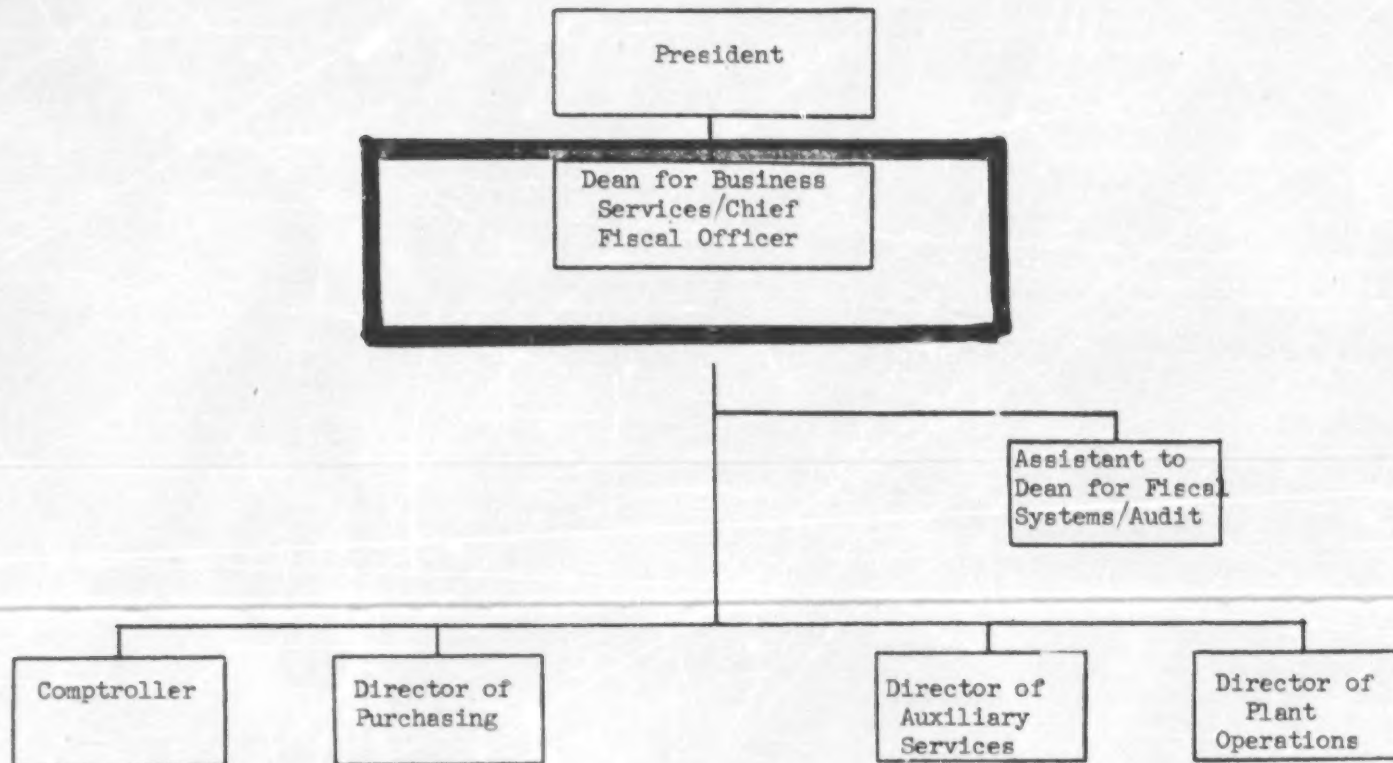
Δ DENOTES CERTIFICATED

PC ORGANIZATION
DEAN/INSTRUCTION (CONT'G)
10/76
2-77

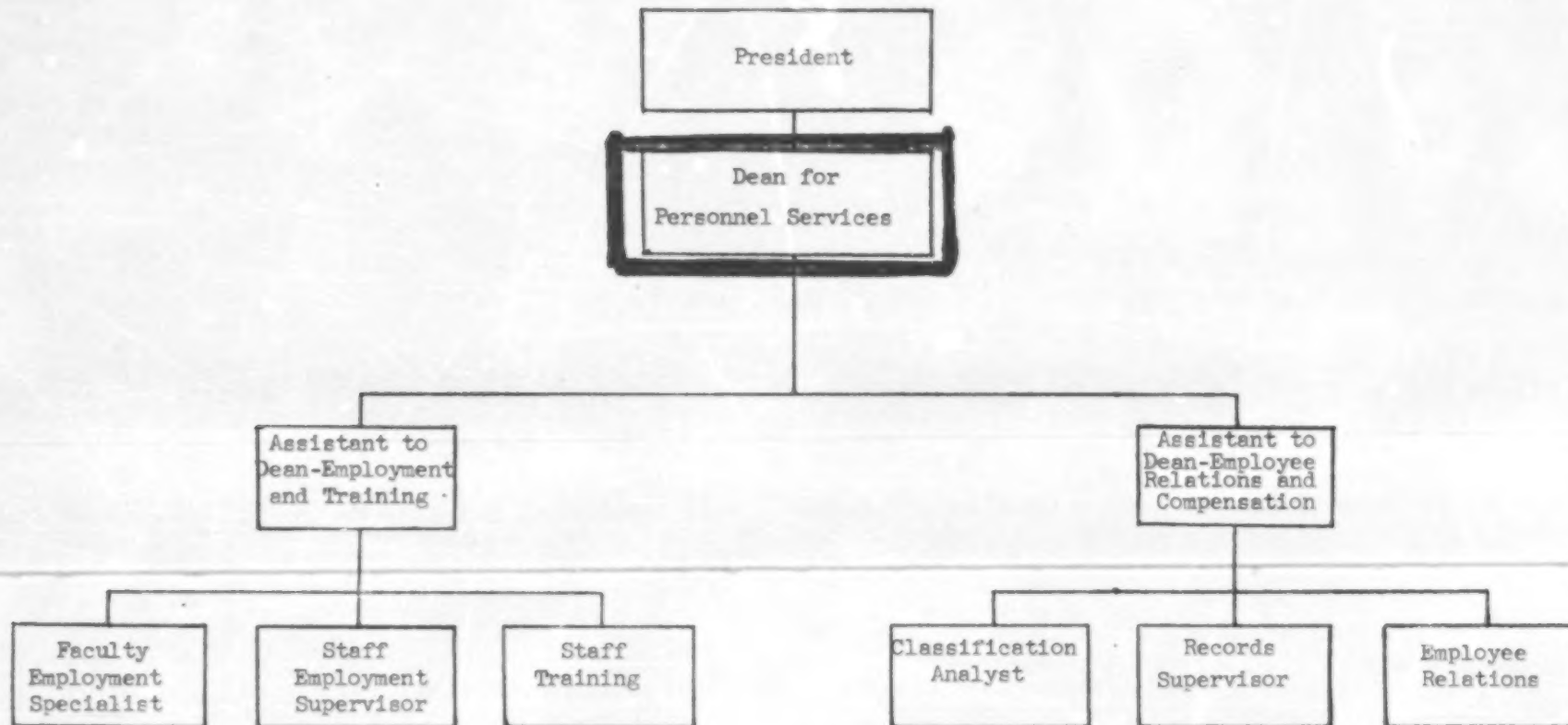
PIMA COMMUNITY COLLEGE



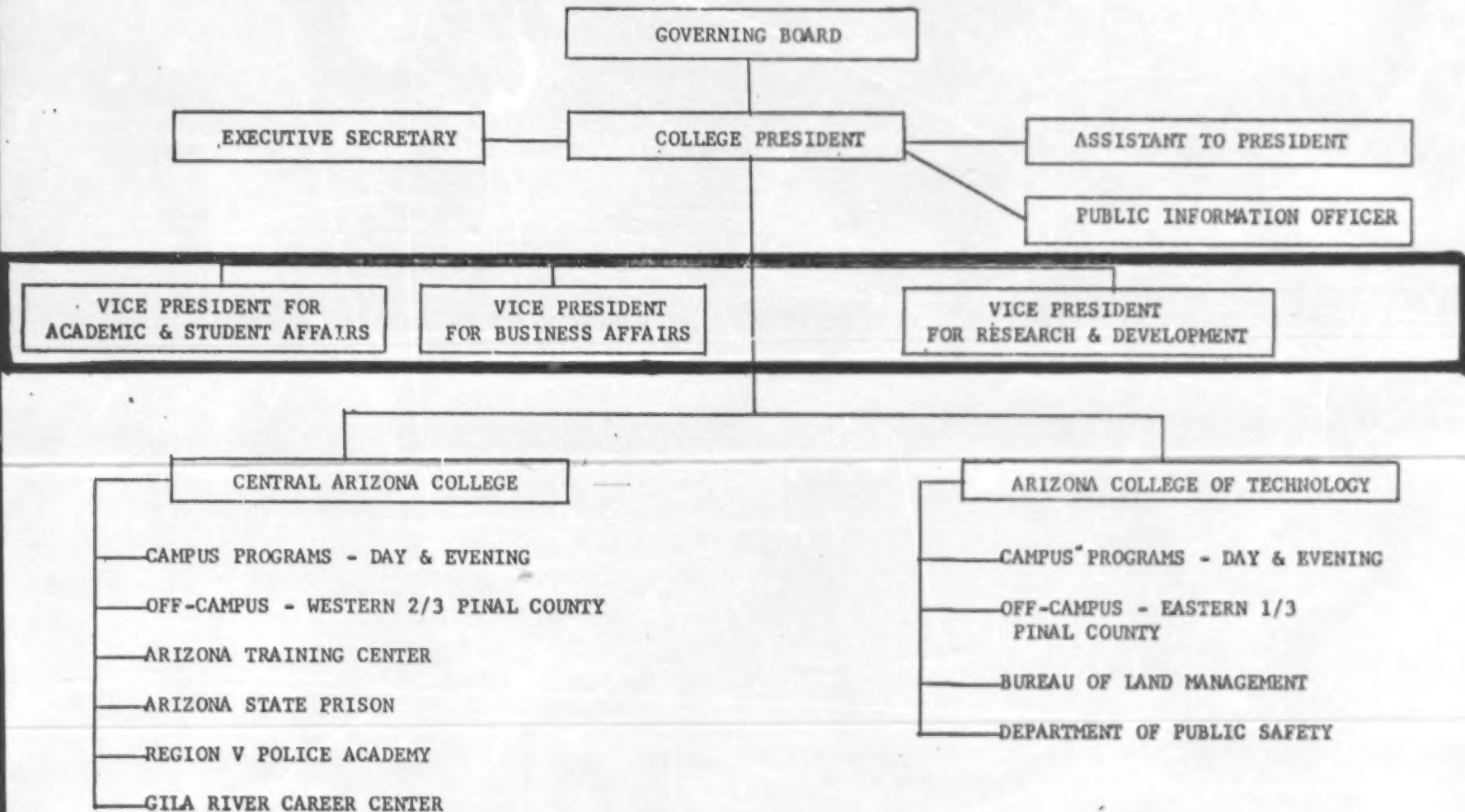
PIMA COMMUNITY COLLEGE
OFFICE OF BUSINESS SERVICES

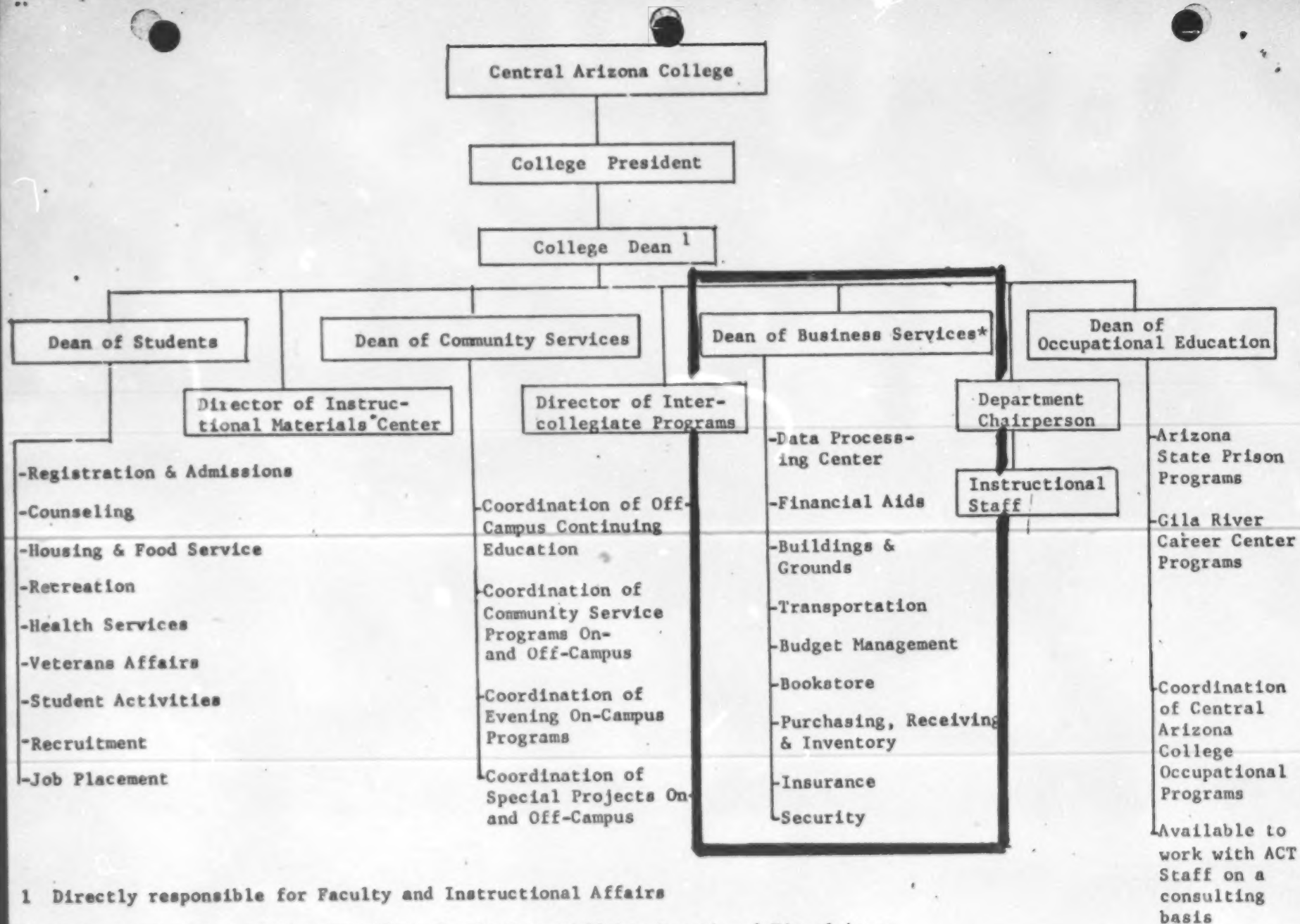


PIMA COMMUNITY COLLEGE
OFFICE OF PERSONNEL SERVICES



PINAL COUNTY COMMUNITY COLLEGE DISTRICT





1 Directly responsible for Faculty and Instructional Affairs

* Under supervision of Vice President for Business Affairs & assigned Fiscal Agent

ARIZONA COLLEGE OF TECHNOLOGY

COLLEGE PRESIDENT

DISTRICT SUPPORT STAFF

EXECUTIVE DEAN

DEAN OF STUDENTS

- Registration & Admissions
- Counseling
- Food Service
- Health Services
- Recreation
- Student Activities
- Veterans Affairs
- Recruitment
- Job Placement
- Financial Aids

ASST. SUPT. OF BLDGS. & GROUNDS

- Maintenance
- Custodial
- Receiving
- Security
- Transportation
- Grounds
- Safety
- Inventory Control

DEAN OF INSTRUCTION *

- Faculty
- Instructional Materials
- Library
- Audio-Visual
- Curriculum Development
- Staff Development
- Evaluation
- Coordination of All On-Campus Programs

BUSINESS AFFAIRS

- Budget Control
- Purchasing
- Insurance
- Bookstore
- Data Processing

DEAN OF COMMUNITY SERVICES & CONTINUING EDUCATION

- Off-Campus Programs
- Staff Development
- Part-time Staff
- Coordination of Activities with Business & Industrial Groups

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 5 1977

* Includes General Studies & Occupational Education

CLEARINGHOUSE FOR
JUNIOR COLLEGES